



Reading
IS THE
GATEWAY
FOR *Children*
THAT MAKES ALL OTHER
Learning POSSIBLE.

– BARACK OBAMA



John Shelton's Reading Spine

At John Shelton Primary School, our passion is reading. We believe that books can transport us to far away and magical places and we take pride in offering our children a rich, literary environment.

Our library, which is at the heart of our school, is well-stocked with classics but also current fiction and non-fiction to appeal to all ages. We use the expertise of our local School Library Service to ensure our stock is current and matches our curriculum. Children are able to borrow books to read at home.

We have designed our English curriculum around books which engage our pupils and lead to fantastic writing opportunities. The books we have chosen, have our teacher's and children's stamp of approval!



We have a Reading Spine in school which consists of Pie Corbett's recommended reads in the Early Years and The 5 Plagues of Reading in Years 1-6. The 5 Plagues were created by Doug Lemov and consist of text types that 'all children should have access to in order to successfully navigate reading with confidence'.

Archaic Language The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.

Non-Linear Time Sequences In passages written exclusively for students—or more specifically for student assessments— time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.

Narratively Complex Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's As I Lay Dying. Others have non-human narrators such as the horse that tells the story in Black Beauty. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

Figurative/Symbolic Text Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

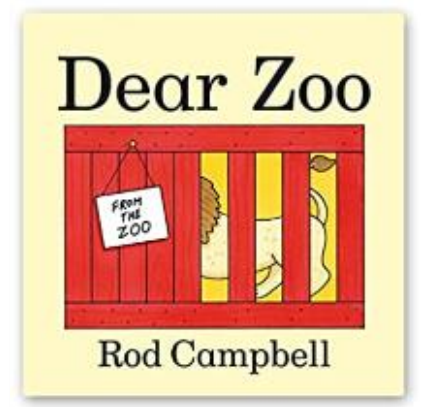
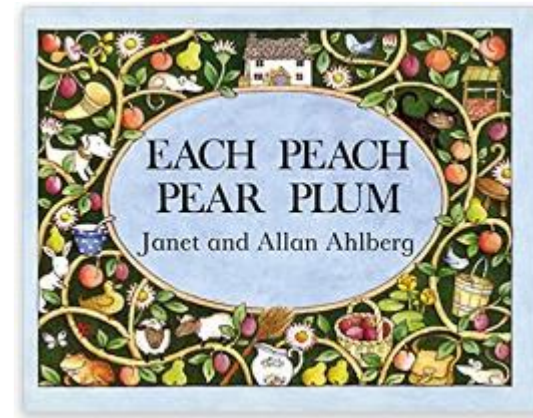
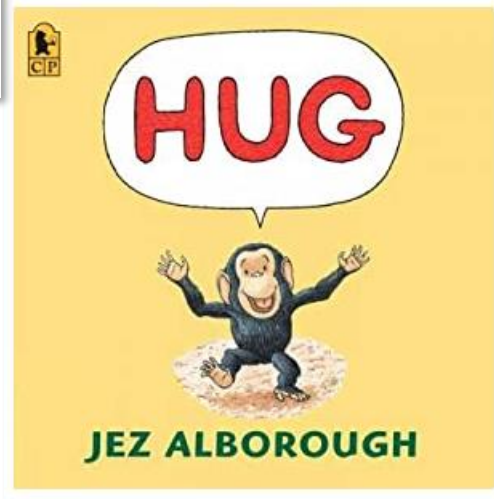
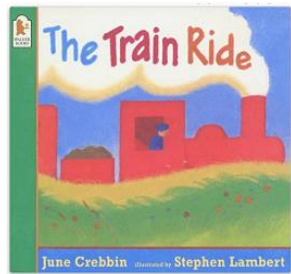
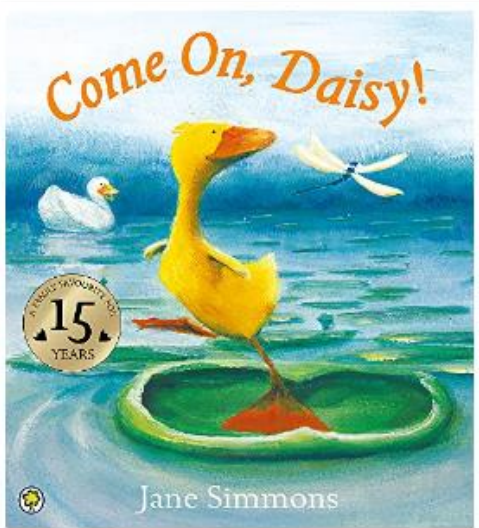
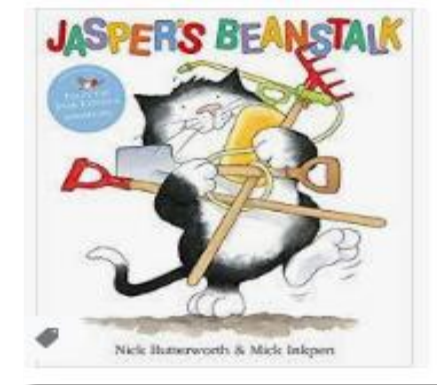
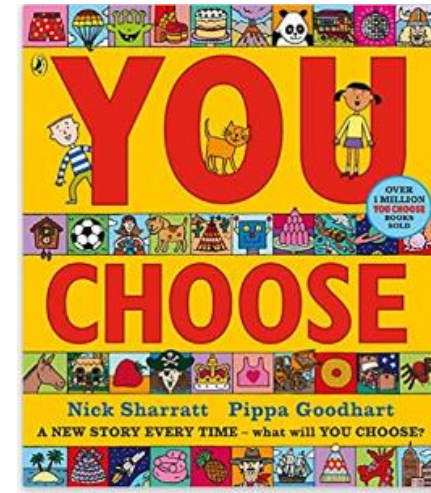
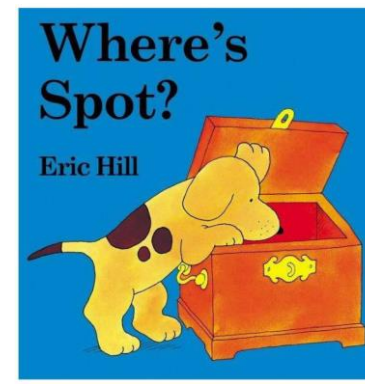
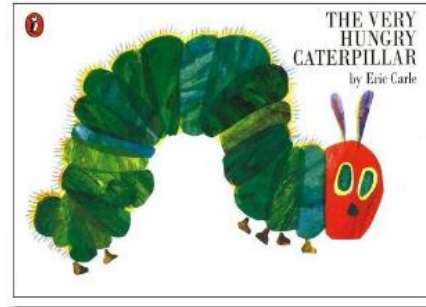
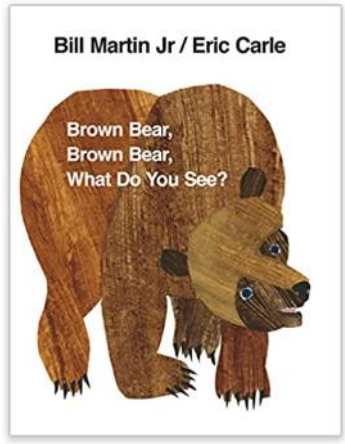
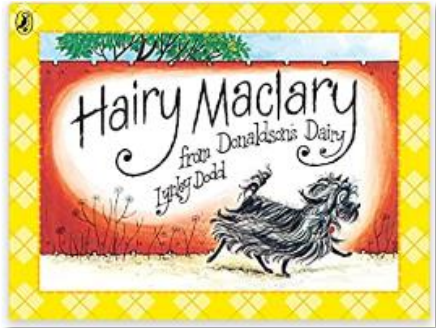
Resistant Texts Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Each year group has books chosen from each plague which are progressive in content, themes and vocabulary as the children move through the school. They might be studied in detail or read aloud to the children at some point in the school day.

Our 'Reading for Pleasure' offer, consists of children selecting their own reads from our school library and their classroom book corners. We also subscribe to our local School Library Service to borrow new fiction to share with the children during story time.

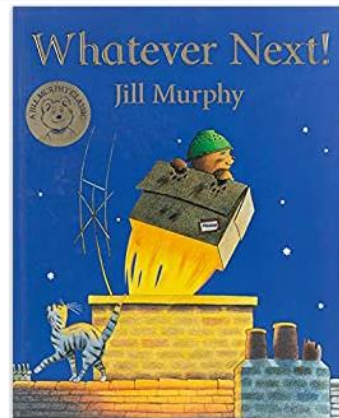
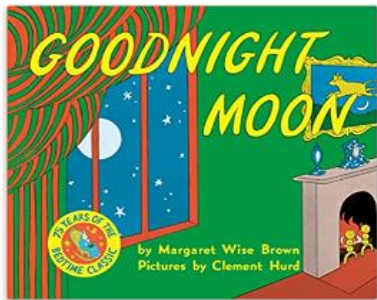
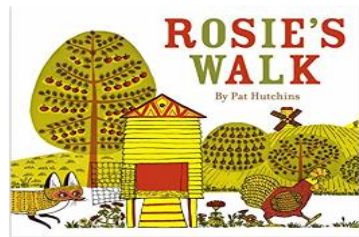
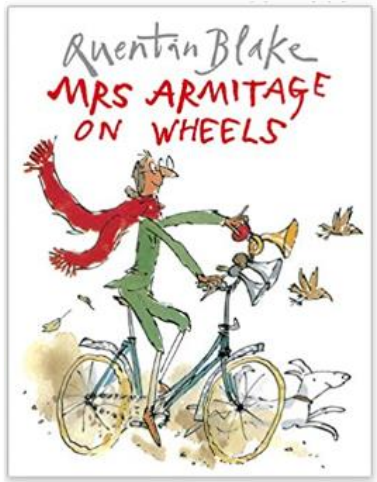
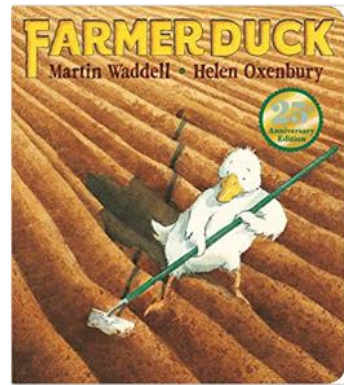
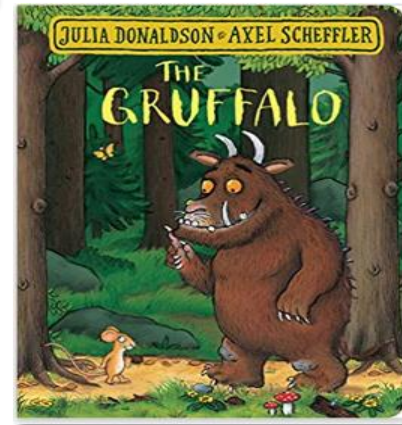
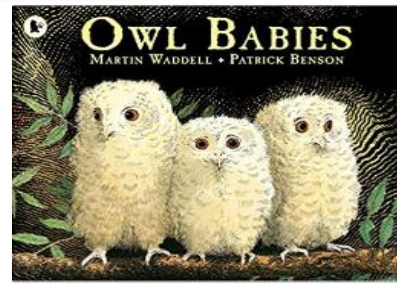
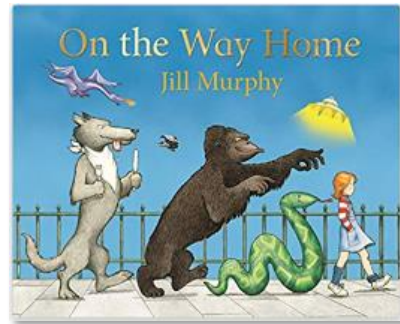
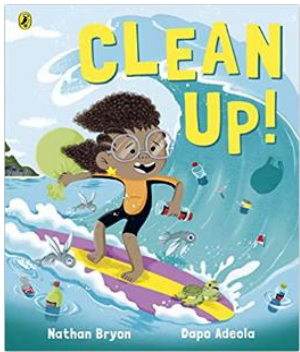
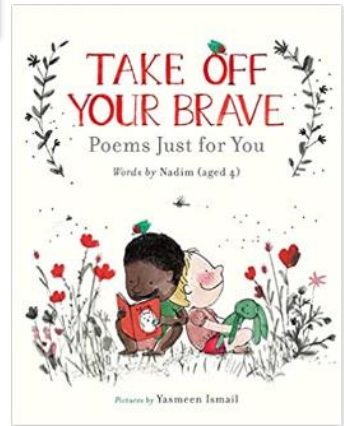
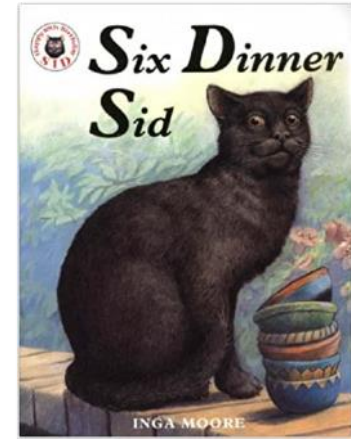
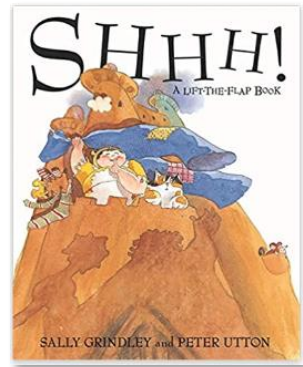
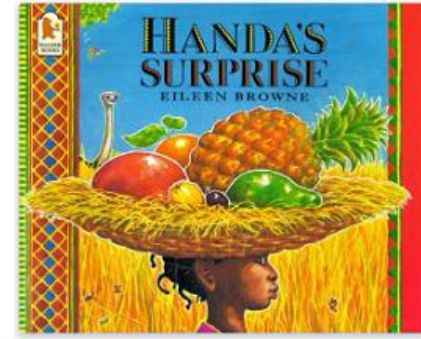
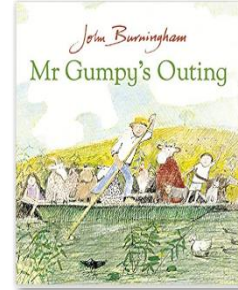
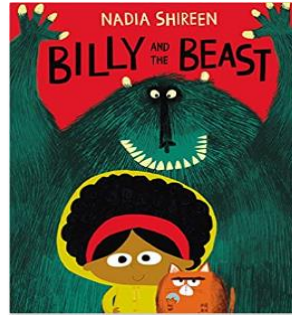
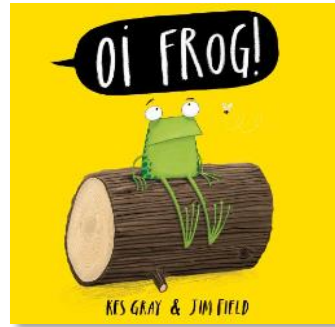
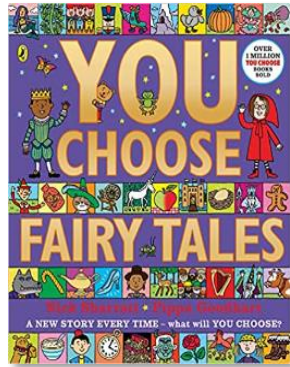
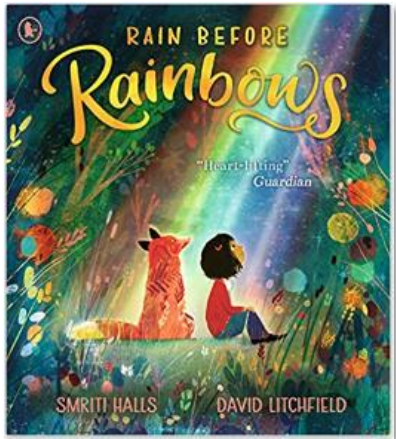
Nursery

In Nursery, we have Pie Corbett's recommended Reading Spine which is a collection of stories that have common experiences that all children can relate too. There is a collection of classics with fun, repetitive language, simple storylines and bold illustrations.



Reception





In Reception, we have Pie Corbett's recommended Reading Spine which is a collection of stories that have common experiences that all children can relate too. There is a collection of classics with fun, repetitive language, simple storylines and bold illustrations.





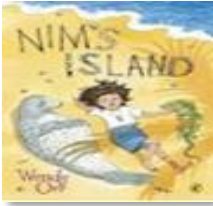
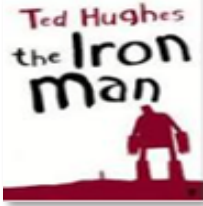
Year 1

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
				






Year 2

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
				

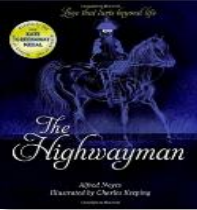

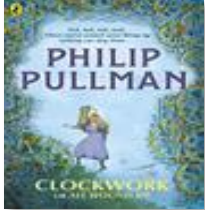

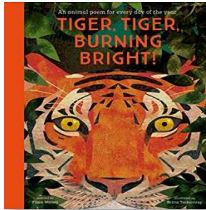
Year 3

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
				<p>Something told the Wild Geese by Rachel Field (poem)</p>

Year 4

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
				

Year 5

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
				

Year 6

Archaic Texts	Non-linear Time Sequences	Complexity of the Narrator	Complexity of Plot/Symbol	Resistant Texts
